DOCUMENT RESUME

ED 235 974 RC 014 414

AUTHOR Wallace, Stephen; And Others
TITLE Navajo Leadership and Government: A History. Teacher's Guide. Navajo Bilingual-Bicultural Social Studies Curriculum.
INSTITUTION Rough Rock Demonstration School, Ariz. Navaho Curriculum Center.
REPORT NO ISBN-0-936008-24-5
PUB DATE 83
NOTE 41p.; For related document, see RC 014 413.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *American Indian Education; *American Indian History; American Indian Reservations; *Course Objectives; Cultural Background; Cultural Education; Elementary Secondary Education; Federal Indian Relationship; *Governmental Structure; Government Role; *Leaders; Leadership Qualities; Leadership Responsibility; Learning Activities; Learning Modules; North American History; Teaching Guides
IDENTIFIERS *Navajo (Nation); *Navajo Tribal Council; Tribal Government

ABSTRACT

A teacher's guide from the Navajo Curriculum Center, intended for use with the student textbook, "Navajo Leadership and Government," is divided into five chapters/lessons corresponding to those in the textbook, i.e.; "The First Leaders," "New Neighbors--New Government," "Fort Sumner and Return," "A Time of Change," and Modern Leaders--Modern Tribal Government." Each chapter contains sections on purpose, concepts developed in the lesson, main ideas, skills to be developed, materials needed, suggested time to allow, and activities and teaching strategies. A reference list gives materials that would be useful with each chapter. (MH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED235974

NAVAJO LEADERSHIP AND GOVERNMENT

A History

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Regina Lynch

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TEACHER'S GUIDE

RC014414

Produced by

Title IV-B Materials Development Project
Rough Rock Demonstration School
Rough Rock, Arizona

NAVAJO BILINGUAL-BICULTURAL SOCIAL STUDIES CURRICULUM

Navajo Leadership and Government

TEACHER'S GUIDE

Written, Illustrated and Produced by
TITLE IV-B MATERIALS DEVELOPMENT PROJECT*

With the Assistance of Rough Rock Community Members

Stephen Wallace, Curriculum Consultant
Teresa McCarty, Curriculum Specialist
Fred Bia, Materials Developer-Illustrator
Regina Lynch, Editorial Assistant

Navajo Curriculum Center
Rough Rock Demonstration School
Rough Rock, Arizona 86503

1983

*Special thanks to the Title IV-B Parent Advisory Committee. This book was produced with funds from a Title IV-B federal grant.

Copyright © 1983

NAVAJO CURRICULUM CENTER
ROUGH ROCK DEMONSTRATION SCHOOL
ROUGH ROCK, ARIZONA 86503

ALL RIGHTS RESERVED

International Standard Book Number 0-936008-24-5

ROUGH ROCK SCHOOL BOARD: Emmitt Bia, Ernest Dick,
Wade Hadley, Billy Johnson, Jim Phillips;
Jimmie C. Begay, Executive Director.

FIRST EDITION

Printed in the United States of America

TABLE OF CONTENTS

CHAPTER ONE—*The First Leaders* 1

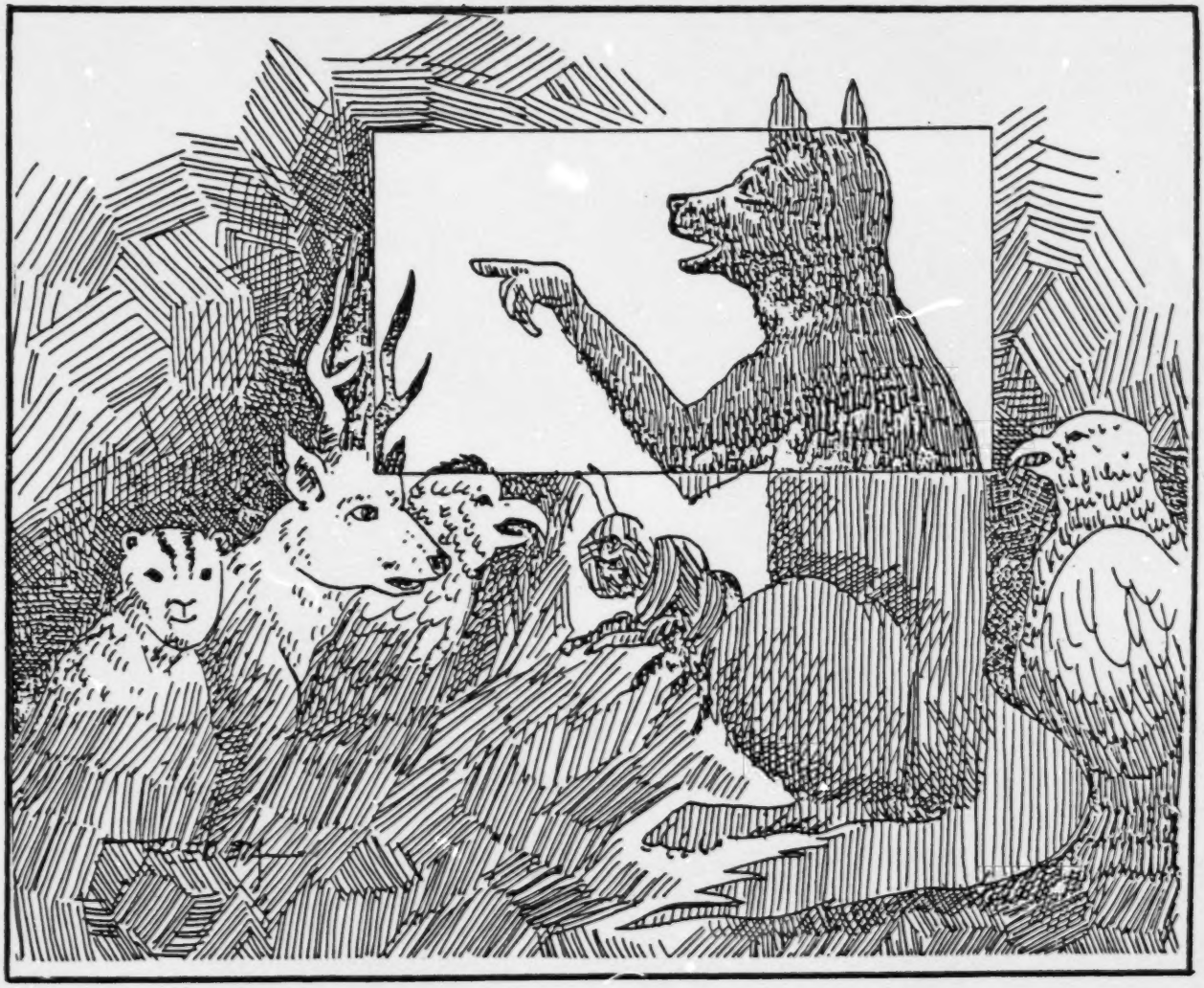
CHAPTER TWO—*New Neighbors—New Government* . . 9

CHAPTER THREE—*Fort Sumner and Return* 15

CHAPTER FOUR—*A Time of Change* 23

CHAPTER FIVE— *Modern Leaders—*
Modern Tribal Government 29

REFERENCES 33



BEST COPY AVAILABLE

CHAPTER ONE

The First Leaders

LESSON 1

Purpose

This chapter serves two primary functions. It introduces students to the general concept of government and its purposes, and it details early forms of Navajo Tribal Government. The lesson for this chapter helps students explore the reasons for government and the application of governmental principles by their ancestors.

Concepts

The following concepts are developed in this lesson:

Culture. For the purposes of this book, culture is considered to be all the things that people must do to meet their needs for survival and reproduction. This includes the way they live, their expressed beliefs and religious practices, language, material items (clothing, food, shelter, technology, etc.), and economic pursuits (herding sheep, farming, wage labor, etc.)

Values. The combination of beliefs, expectations and behaviors that are highly esteemed by a specific group of people. In general, people who share a common culture and social milieu also share certain values.

Norm. A standard or expected behavior that is typical for a specific group of people.

Rules. A code of principles which directs and guides people's behavior. Rules are usually informed by a group's values and norms for behavior. Rules help ensure that these values and norms are maintained.

Government. This is a system of rules and policies which reflect a society's values, norms and culture. Government is a formal code of rules which encourages people to conform to certain expected standards of behavior and thought.

Leadership. Leaders are usually a society's standard-bearers. Leaders make decisions which help people conform to rules. Leaders also make decisions about the solution of social problems. This decision-making influences people's behavior, and is the basis for the exercise of leadership.

Main Ideas

Three main ideas are presented and developed in this chapter:

1) People establish certain rules for behavior, called government, to solve mutual problems.

2) The type of government people establish reflects their values, norms and other elements of their culture and experience.

3) Navajos have, over the years, developed governments which reflect their lifestyle, needs and values at a given point in time.

Skills To Be Developed[1]

1) Acquiring Information
   a) picture analysis
   b) observation
   c) listening
   d) reading
   e) interviewing

2) Organizing Information
   a) listing
   b) grouping
   c) labeling

3) Communicating Information
   a) oral communication (group discussion, interviews, etc.)
   b) written communication (written reports, notetaking)

4) Using Information
   a) generating hypotheses
   b) application of governmental rules to familiar situations

5) Knowledge Gained
   a) concept development (see concepts outlined on pp. 1-2 of this Guide)
   b) terminology for Navajo and U.S. Governments

---

[1]For a complete definition and explanation of the social studies skills developed in this curriculum, see Navajo Changes -- A History of the Navajo People, Teacher's Guide (Rough Rock, AZ: Navajo Curriculum Center Press, 1983); available from the Navajo Curriculum Center, Rough Rock Demonstration School.

c) early forms of tribal government and leadership

6) Map and Globe Skills
   a) location of Tribal and U.S. Governmental headquarters
   b) important sites before Emergence
   c) significant sites in and around Dinétah

7) Social Skills
   a) correct terms of address for government leaders
   b) use of effective interview techniques
   c) participating in group discussion and other class activities

Objectives To Be Achieved

By the end of this lesson, students will:

1) Through picture analysis, develop a list of Navajo cultural traits and generate a definition of culture similar to the concept definition on p. 1 of this Guide.

2) List at least 10 rules for behavior in Navajo society, and group rules according to whether they are "norms," "values," "social-cultural rules" or "governmental rules."

3) Discuss, as a group, the reasons for social rules and government.

4) State several hypotheses about what would happen if certain rules were disregarded, and test their hypotheses by interviewing local resource people.

5) Correctly answer, in oral and/or written form, the questions on pp. 4, 8 and 13 of the textbook.

6) State the characteristics of early Navajo Government in a short paper.

7) Compare and contrast past and present characteristics of leadership, based on information in Chapter One and a presentation by a Navajo elder or local chapter officer.

8) Given a hypothetical situation, state a hypotheses about how the situation would be handled by early Navajo leaders.

9) Analyze pictures and the material on pp. 8-13 of the text to state several "post-dictions" (predictions about the past) regarding Navajo Government in Dinétah.

Materials Needed

1) student textbook

2) student notebooks (spiral or three-ring)

3) pictures of Navajo material culture, economic and social practices (see activity 1)[2]

4) local resource people (see activities 4 and 7)

Suggested Time

Allow at least 1-2 class periods for each activity.

Activities and Teaching Strategies

1) Assemble pictures of the following:
   a) Navajo material culture (rugs, clothing, tools, etc.)
   b) economic pursuits (herding, farming, wage labor)
   c) social behavior (mother teaching rug-weaving, an elder instructing through story-telling, etc.)

   Discuss each picture in the following manner:
   a) What does the picture show? (Look for both obvious and more subtle possibilities.)
   b) What things do the people in the picture have in common? How are they different?
   c) What actions, objects, etc., are shared by all Navajos?
   d) How do the things in the picture relate to your own family?

   After each picture has been discussed, help students to develop a list of "What it takes to be a Navajo." Each student should make his/her own list, and write it in his/her notebook. When lists are complete, allow students to compare them in class. Initiate a discussion on the meaning of Navajo culture and then, culture in general, using the concept definition on p. 1 of this Guide as a basis for elaborating students' ideas.[3]

2) Instruct students to read the first section of Chapter One, "Why We Have Government." Review the material in this section, including the questions on p. 4. Then write the following on the chalkboard:

---

[2]The Navajo Curriculum Center has a series of 35 photo posters which can be used for this purpose. Posters are available for .35/ea or $7.00 for a set of 35.

[3]For suggestions on introducing and developing concepts, see the section entitled, "Inquiry and the Role of Questioning" in Navajo Changes -- A History of the Navajo People, Teacher's Guide (Rough Rock, AZ: Navajo Curriculum Center Press, 1983).

The Earth is our mother.

It is OK to mistreat the land as long as you get paid for it.

You do not have to know your clan.

You have a responsibility to your clan relatives.

It is OK to marry your clan cousins.

If you respect your animals they will increase.

(You may wish to add more statements of your own.) Go through the list of statements and ask:

"Which of these statements do you think represents Navajo thought and belief?"

Ask students to discuss their answers briefly. When you have gone through the list ask students where and how they gained information about these statements. Then say:

"The members of a cultural group, whether they are Navajo, Hopi, Anglo, or whatever, have certain ideas, beliefs and values in common. They try to work together to help each other survive. One of the ways they work together is to establish certain rules for behavior. These rules reflect their cultural background and experience together as a group."

Ask students: "What are some of the rules of Navajo society?" Help students to develop a list. When the list is complete, help them to group items under the following categories:

VALUES -- NORMS -- SOCIAL-CULTURAL RULES -- GOVERNMENTAL RULES

Discuss the groupings with students, making sure they understand the meaning. (Use the techniques for introducing concepts outlined in Navajo Changes -- A History of the Navajo People, Teacher's Guide, cited in Footnote 3, p. 4 of this Guide.)

When groupings are complete, discuss them as follows:

a) Why do you think the rule was created?
b) How does the rule affect us, and our society?
c) How might the rule be changed? Why might it be changed?
d) Do some rules developed by one group of people conflict with the rules of another group? (e.g., rules of the federal government vs. rules of Navajo Tribal Government?)
e) Do all rules affect all group members in the same way?

3) Assign small student groups one or more rules (or allow students to select a rule), and ask them to determine how this rule affects different groups of people. (For example, how does the rule affect the Navajo family? Clan? Non-Navajos living on the reservation? Navajos living off the reservation?)

After students have discussed this in small groups, pose a number of hypothetical situations and ask students to decide what might happen if the rule was disregarded. Examples:

What would happen if everyone disregarded the rule about marriage between clan relatives?
What would happen if people disregarded governmental rules about the use of timber?

4) Allow students to test their assumptions from activity 3, by interviewing local elders, chapter officers or tribal councilmen. Instruct students to write a short report (individually or in small groups) which states their hypothesis and their findings.

5) Ask students to read the remainder of Chapter One. Divide the reading into sub-sections, if desired. When they have completed the reading, initiate a series of discussions using the questions on pp. 4, 8 and 13 as stimuli. During the discussion, students should write their responses to questions in their notebooks. (You may also want to develop a vocabulary worksheet using the words printed in bold in the text.)

6) Ask students to write a short paper on early Navajo Government. Their papers should cover the following:
   a) the jobs of the earliest chiefs
   b) why humans became chiefs
   c) what qualities were required for leadership
   d) how leaders solved problems

7) Invite to class a community elder or chapter officer, and ask him/her to discuss the following:
   a) characteristics of leaders, past and present
   b) the role of leaders, past and present
   c) the process of becoming a leader, past and present

   Instruct students to take notes during the discussion. Afterwards, initiate a discussion that compares information provided by the lecturer with that in the textbook. Ask students to write a short paper which compares past and present forms of leadership and government.

8) Present a hypothetical situation (based on actual events during early Navajo history), and ask students to decide how a headman at the time might have dealt with the situation and resolved problems.

9) Review the photographs of Navajo fortresses and dwellings in Dinétah (pp. 11-12 of the text). Divide students into small groups, and ask them to develop a sequence of events which might have taken

place before, during and after building these structures. Their reports should include the following:

a) reasons for building the structures
b) the structures' location and design; significance of location and design (for example, how might the location on a high bluff protect the people from enemies, allow them to see enemies coming in advance, etc.)
c) how and by whom was the decision made to build the structures
d) how and under what circumstances structures were used; who was in charge
e) what this architecture and other aspects of Navajo life in Dinétah tell us about Navajo government and the characteristics of leadership during the Dinétah period

NOTES

BEST COPY AVAILABLE

CHAPTER TWO

New Neighbors—New Government

LESSON 2

Purpose

This chapter introduces students to the consequences of culture contact and conflict. Contact experiences during the 17th-19th centuries greatly changed Navajo Government and the qualities necessary for leadership. In this lesson, students use data from the text and other sources to develop generalizations about how and why government changes. Simultaneously, they develop communication, social, map and globe skills.

Concepts

These concepts are elaborated in this lesson:

Culture contact. When two groups of people, each with different life-styles, meet and influence one another, we call it culture contact.

Culture change. When cultural activities are modified as a result of contact with others or fluctuating environmental conditions, the consequence is cultural change.

Change agent. Any one or combination of factors (including environment, contact with others, advances in technology, etc.), which cause or facilitate modifications and/or adaptations in human behavior.

Balance. When two things are equal or coexist in a mutually beneficial way, we say they are balanced or in harmony. In terms of culture contact, balance refers to a type of human interaction involving mutual exchange, including exchange of information, ideas and/or technology. Both cultural groups benefit in such a balanced state; neither dominates or is oppressed.

Ethnocentrism. The belief that the actions and attitudes of one's own culture are correct and morally right, and that the behavior of members of other cultural groups should be measured against this standard.

Cultural relativity. The belief that the behavior of culturally different peoples should be judged in terms of their cultural rules and expectations; cultural relativity is the opposite of ethnocentrism.

Main Ideas

Two main ideas are presented in this chapter:

1) When two cultures meet, both are changed.

2) As a result of culture contact, Navajos have adapted their lifestyle and consequently, their style of government.

Skills To Be Developed

1) Acquiring Information
   a) reading
   b) listening
   c) observing
   d) picture and map analysis
   e) research

2) Organizing Information
   a) listing
   b) grouping
   c) labeling
   d) notetaking
   e) chart-making

3) Communicating Information
   a) oral communication (group discussion, etc.)
   b) written communication (written reports, notetaking, etc.)

4) Using Information
   a) comparing/contrasting
   b) making inferences
   c) stating/testing hypotheses

5) Knowledge Gained
   a) concept development (see concepts outlined on p. 9 of this Guide)
   b) terminology/vocabulary development
   c) consequences of Spanish and Anglo-American contact
   d) chronology of events during Spanish and Anglo-American periods

6) Map and Globe Skills
   a) identification of significant sites during Spanish period
   b) identification of significant sites during Anglo-American period

7) Social Skills
   a) familiarity and appreciation of Navajos' social history and its consequences for Navajo society today
   b) awareness of, and ability to distinguish between attitudes of ethnocentrism and cultural relativity
   c) cooperating in group activities

Objectives To Be Achieved

By the end of this lesson, students will:

1) Compare and contrast, in a group discussion, attitudes of ethnocentrism and cultural relativity, and state several consequences of ethnocentric behavior during the Spanish and Anglo-American periods.

2) Identify on a map the significant sites mentioned in Chapter Two of the textbook.

3) State the characteristics required for Navajo leadership during the Spanish and Anglo-American periods.

4) Correctly answer a series of recall questions (see activity 4).

5) List, in chart form, the causes and consequences of conflict during the Spanish and Anglo-American periods.

6) State at least one possible solution to conflicts outlined in their chart.

7) Discuss, in oral and/or written form, the impact of events during the Spanish and Anglo-American periods.

Materials Needed

1) textbooks

2) student notebooks

3) topographical or wall maps (see Reference Section for sources)

4) supplementary references on the Spanish and Anglo-American eras (see Reference Section)

5) local resource person (see activity 7)

Suggested Time

Allow at least 1-2 class periods for each activity.

Activities and Teaching Strategies

1) Instruct students to read and review the section entitled, "Coming of the Spaniards" (pp. 15-21), including the questions on p. 21. Then ask:
   a) How did the Spanish view Navajo Government?
   b) Why did they make this assumption?
   c) How might they have avoided this error?
   d) What did the Spanish do when the found out they were wrong?
   e) Did they have a right to do this? Why or why not?
   f) Did the Spanish control the Navajos? Why or why not?

During this discussion, introduce the concepts outlined on p. 9 of this Guide. In particular, ask students to compare and contrast the consequences of ethnocentric vs. cultural relativistic attitudes held by different cultural groups during the Spanish period. After the discussion, students should write a short paper entitled, "The Sources of Navajo-Spanish Conflict."

2) Obtain a topographical or wall map which includes the area shown on the map on p. 19 of the text. Ask students to locate the sites mentioned in the text on the wall map. Using the wall map, help students to hypothesize about the characteristics of Navajo Government in the 1800s. (EVALUATION NOTE: Students should not have difficulty transferring from the map in the text to a topographical or wall map. They should also be able to generalize that the Navajos' large territory, relatively small population density and scattered, pastoral lifestyle facilitated the development of an individualistic and decentralized tribal government.)

3) Using the information gathered in activities 1-2, above, students should write a short paper on the characteristics, problems, accomplishments and problem-solving techniques of Navajo leaders and government during the Spanish era.

4) Instruct students to read and review the remainder of Chapter Two. Develop a worksheet of recall questions such as the following:
   a) Name the important Anglo-American and Navajo leaders mentioned in Chapter Two.
   b) What was the stand of most Navajo leaders?
   c) How did the Americans make a mistake similar to the Spaniards in their view of Navajo Government?
   d) When did the Americans win the Southwest from the Mexican Government?
   e) List at least two incidents that increased the conflict between Navajos and Americans.
   f) What was Kit Carson's method for defeating the Navajos?
   g) As the conflict mounted between Navajos and American soldiers, what kind of leadership qualities became important for Navajos?

   Discuss the reading and students' responses to questions in class. Ask students to place their corrected worksheets in their notebooks, and to refer to them as necessary. (NOTE: You may also want to develop a vocabulary worksheet, using words printed in bold in the text.)

5) To help students review the concept of conflict, set up one or more of the following situations:
   a) Two people want the same seat in a movie theater.
   b) One rancher fences off the area around a water hole used by other ranchers.
   c) Man A takes a cow belonging to Man B.
   d) Family A builds a house on land belonging to Family B without asking B's permission.

Ask students to describe what might occur in each of the situations. Record their answers, listing all statements which suggest conflict in one column. Ask students to provide a label for the "conflict" list.

Review examples of conflict between Navajos and others. Make a chart similar to the one below.

CONFLICT PARTNER	CAUSE OF CONFLICT	RESULTS
1. Utes, Pueblos	Land use, slaves, livestock	War between Navajos, Utes, Pueblos and others
2. Spaniards	(etc...etc.)	
3. Anglo-Americans	(etc...etc.)	

6) Discuss the conflicts outlined in the chart above. Ask students: "What problems existed and how might they have been resolved without war?" Students' solutions might include:
   a) common rules governing slave trade and captives, land use, etc.
   b) inter-governmental meetings
   c) mutual respect; development of cultural relativistic attitudes instead of ethnocentrism

   Review the conflict between the U.S. and the Navajos. Ask students: "Which, if any, of the above 'solution factors' was present? Which were not present? Why? Who was at fault? How might they have acted differently?"

7) Gather supplementary resources on the Spanish and Anglo-American periods, and ask students to research a particular aspect of this period. (Alternatively, invite a community elder to class to discuss his/her ancestors' experiences during this time.) Student research and/or the presentation by a local resource person should cover the following:
   a) who was involved; how were they involved?
   b) how did involved person feel during this period; why?
   c) what was the result of the reported event?
   d) how might this have been changed?

8) Review the material presented so far, and organize a discussion around the question, "How Navajo Leadership and Government Changed, From the First Leaders to the Anglo-American Period." Instruct students to take notes during the discussion. They should use their notes and information acquired in previous activities to write a short paper on the consequences of events during the Spanish and Anglo-American eras.

BEST COPY AVAILABLE

CHAPTER THREE

Fort Sumner and Return

LESSON 3

Purpose

Chapter Three traces the development of "formal" systems of Navajo Tribal Government in the early reservation period. In general, these systems represented outside interests and imposed rules. The lesson for this chapter helps students analyze these developments in governmental style, and compare and contrast external vs. internal change agents.

Concepts

The concepts introduced in previous chapters are reinforced in this lesson. In addition, these concepts are introduced:

Individualistic government. Each family controls its own behavior. Norms and values are the primary influences on behavior, and control occurs through ostracism and gossip.

Band organization. A number of families join together to form a loose confederation. Family ties remain the most important determinants of behavior, but more elaborate rules are developed for the protection of individuals.

Tribe. A number of bands or sub-groups join together for mutual protection and work. More elaborate rules are necessary, but much of the individualistic governmental concepts remain. At this level, social institutions begin to form.

Nation. A large, complex aggregate of people who have many things in common. This political system requires codified policies and institutions which help ensure that rules are followed and enforced.

Subject or Dependent Nation. A nation which has become subject to the rules and interests of another nation. In general, the dominant nation imposes certain rules and policies on the dependent nation. (In the United States, most Indian tribes are considered sovereign but dependent nations.)

Main Ideas

The main ideas of previous chapters are reinforced.

Skills To Be Developed

1) Acquiring Information
   a) reading
   b) listening
   c) observing
   d) picture and map analysis
   e) research

2) Organizing Information
   a) listing
   b) grouping
   c) labeling
   d) chart-making
   e) notetaking

3) Communicating Information
   a) oral communication (group discussion, interviews, etc.)
   b) written communication (written reports, notetaking, etc.)

4) Using Information
   a) comparing/contrasting
   b) making inferences
   c) drawing conclusions from data
   d) stating/testing hypotheses
   e) solving hypothetical problems

5) Knowledge Gained
   a) concept development (see concepts outlined on p. 15 of this Guide)
   b) chronology of events during early reservation period
   c) terminology for first "formal" systems of government on the Navajo Reservation
   d) consequences of events during early reservation period for Navajo Tribal Government

6) Map and Globe Skills
   a) identification of agencies
   b) identification of reservation communities
   c) comparison of Treaty Reservation with reservation boundaries today

7) Social Skills
   a) increasing awareness of local and tribal governmental systems and their role in solving social/community problems
   b) cooperating in group activities
   c) ability to generate solutions to potential community/tribal and larger social problems

Objectives To Be Achieved

By the end of this lesson, students will:

1) State, in oral and/or written form, the impact of the Treaty of 1868.

2) State, in chart form, the major characteristics of Navajo Government during the pre-Emergence, Dinétah, Spanish, Anglo-American and early reservation periods.

3) Analyze the information listed on their chart in terms of the levels of political organization listed in the concept definitions (p. 15 of this Guide).

4) List, in chart form, events which caused changes in Navajo political organization during each era covered in the text, and identify how these events impacted Navajo Government.

5) Identify the characteristics necessary for leadership during the Fort Sumner and early reservation period.

6) State the role and function of chapters, and identify at least three ways the chapter solves problems in their community.

7) State a hypothesis about how a headman from their community might have responded to the creation of the first tribal council.

Materials Needed

1) textbooks

2) student notebooks

3) topographical or wall maps (see Reference Section for sources)

4) copy of the Treaty of 1868 (see Reference Section)

5) supplementary references on the Long Walk and early reservation period

6) local resource person (see activity 7)

7) butcher paper, paint, crayons or other drawing medium for mural (see activity 8)

Suggested Time

Allow at least 1-2 class periods for each activity.

Teaching Strategies and Activities

1) Instruct students to read the section entitled, "Navajo Government at Fort Sumner" (pp. 31-34), including the questions on p. 34. Review with students the major eras of Navajo Government up to Fort Sumner. Help them to list major characteristics of Navajo leaders during each era, in a chart similar to the one below. (NOTE: Leave space for three additional columns to the right of those shown below.)

ERA	MAJOR CHARACTERISTICS OF LEADERS	
Pre-Emergence	Animal leaders; primary role of leaders was as instructor in farming, hunting, etc.	
Dinétah	First human leaders; role similar to animal leaders but expanded to include alliances with other leaders (Pueblos), and organizing groups for warfare, hunting, larger-scale farming.	
Spanish Period	Naat'áanii.....	
Anglo-American Period	Development of peace and war chiefs.....	
Fort Sumner	Chiefs Councils.....	

Initiate a discussion focusing on the levels of political organization outlined on p. 15 of this Guide. Help students connect these types of government to each era on the chart. List the type of political organization in a third column of the chart.

In a fourth column, list important events that caused changes in Navajo society (for example, the acquisition of lifestock), during each period. Finally, in a fifth column, list how these social changes affected changes in government for each era.

2) Obtain supplementary resources on the Long Walk and the Navajos' internment at Fort Sumner. Read these accounts aloud to students, or instruct them to conduct research. When this is complete, review the Long Walk/Fort Sumner period with students, using these questions as stimuli:

a) What type of government was present among the Navajos during the Long Walk period?
b) What was its function?
c) What was the role of Navajo leaders before the Long Walk?
d) How and why did it change when the Navajos reached Fort Sumner?

3) Review the Treaty of 1868 -- its provisions and rules. Initiate a class discussion which includes the following points:
   a) What problems did it attempt to solve?
   b) What problems did it create?
   c) How did the treaty change Navajo leadership?
   d) How did Navajo Government change?

   Ask students to take notes during the discussion. Afterwards, they should write a short paper entitled, "The Treaty of 1868 and What It Means For Us Today."

4) One of the results of losing a war is a drastic reduction in territory. Besides losing land on which they had formerly made their living, the Navajos also lost many sacred sites. Show students a large topographical or wall map of the Four Corners area, and ask them to locate the following:
   a) Dinétah
   b) Navajo territory in 1800 (refer to map on p. 19 of the text if necessary)
   c) first reservation granted in the Treaty of 1868
   d) reservation today[1]

   Present the following problem to students:
   a) What did the reduction in territory mean to Navajos? (List students' responses on the chalkboard, then continue):
   b) How did Navajos react? How did non-Indians react? What were the conditions like for Navajos when they came back from Fort Sumner?
   c) How do you think these conditions affected Navajo leadership and the way people felt about their leaders?

   List students' suggestions on the chalkboard, and discuss them as a class. Ask students to take notes. (As an alternate activity, take students on a field trip to one or more sites studied on the map.)

5) Instruct students to read and review the material on pp. 36-45 of their text, including the questions on pp. 45. Develop a worksheet of comprehension questions which includes the following:
   a) Who were the "Head Chiefs" when Navajos came back from Fort Sumner? Where did the Chiefs get their authority? What was their job?
   b) What is the Bureau of Indian Affairs?
   c) How were agencies started?
   d) How were chapters started? How were they like a form of Anglo

---

[1] If students have questions regarding the many reservation expansions, a very useful resource which includes many full-page maps, is The Navajo Atlas by James M. Goodman (Norman: University of Oklahoma Press, 1982). This book can be purchased from the University of Oklahoma Press, 1005 Asp Ave., Norman, OK 73019 (405-325-5111), or from many book stores specializing in Southw studies. It is also available from libraries on and off the reservation, including Navajo Community College, University of New Mexico and Arizona State University.

government in the east?
e) What was the job of the first chapter leaders?
f) Where were the first chapter meetings held?
g) What was the General Council? Why was it started?
h) What was the Business Council? How was it like the General Council?
i) How was the first Tribal Council started? Who were the first Tribal Council representatives?
j) Who was Chee Dodge? What qualities made him a good leader during that time period?

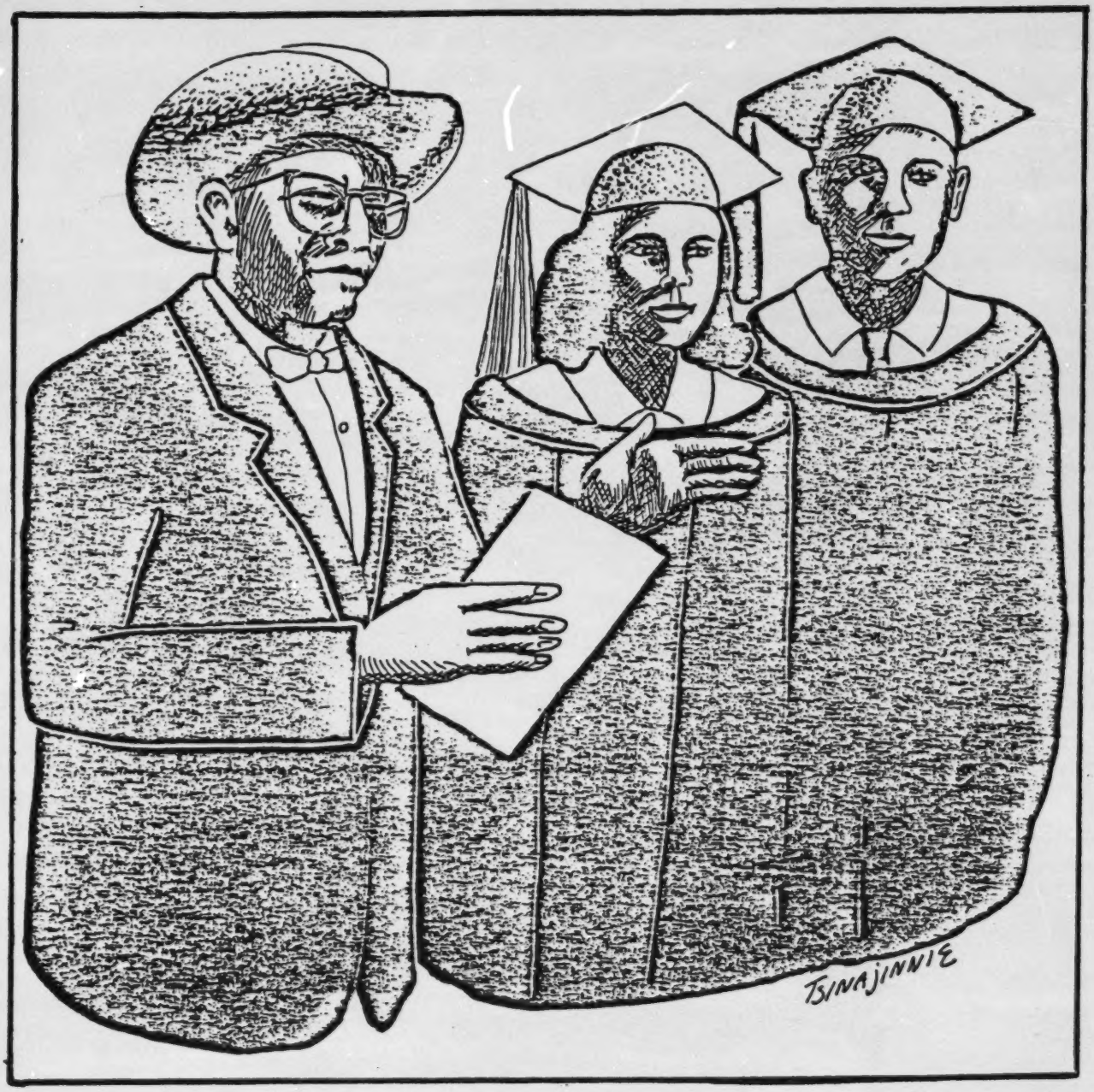
Discuss students' answers in class, and tell them to insert their corrected worksheets in their notebooks.

6) Instruct students to research one or several Navajo leaders during the early reservation period. (See Reference Section for suggested resources.) Each student should prepare a report, to be presented in class, which includes the following:
a) biographical information (where the leader was from, life experiences, etc.)
b) significant activities
c) contributions
d) individual's role in the development of Navajo Government
e) qualities which made him/her a good leader

7) Invite a chapter leader to class to discuss the role, operation and history of the local chapter. The lecture should include the following:
a) When was the chapter initiated in the community?
b) Who were the first officers?
c) When was the first chapter house built? Where was it? What was it like? Who built it?
d) What was the role of the first chapter? What decisions were made then that affect the community now?
e) How has the chapter changed over time? Why did changes occur?
f) Compare and contrast the role of the first chapter leaders, and chapter leaders today.

8) Help students to produce a wall mural entitled, "The History of Our Chapter." Students should use information obtained in all activities to date to accurately portray the lifestyle, material culture, leadership roles and problems for each era on their mural.

NOTES



BEST COPY AVAILABLE

CHAPTER FOUR

A Time of Change

LESSON 4

Purpose

Chapter Four lays the foundation for the system of modern tribal government. In the lesson for this chapter, students examine the events and processes which shaped tribal government from 1930 to 1950, and which continue to influence Navajo leadership and government today.

Concepts

The concepts introduced in previous chapters are reinforced and elaborated here.

Main Ideas

The main ideas of previous chapters are further developed.

Skills To Be Developed

1) Acquiring Information
   a) reading
   b) listening
   c) observing
   d) picture and map analysis
   e) research

2) Organizing Information
   a) listing
   b) grouping
   c) labeling
   d) notetaking
   e) chart-making

3) Communicating Information
   a) oral communication (group discussion, report presentation, etc.)

b) written communication (written reports, notetaking)

4) Using Information
   a) comparing/contrasting
   b) making inferences
   c) stating/testing hypotheses
   d) applying knowledge to the solution of problems

5) Knowledge Gained
   a) concept development
   b) terminology/vocabulary development
   c) chronology of events during Stock Reduction, World War II, 1950s

6) Map and Globe Skills
   a) identification of significant sites during period covered in text (1930-1950)

7) Social Skills
   a) familiarity and appreciation of social history, 1930-1950
   b) cooperating in group activities

Objectives To Be Achieved

By the end of this lesson, students will:

1) State the impact of the first tribal council and the reasons it lacked authority.

2) State at least three reasons for the government's stock reduction program, and at least three reasons for its failure.

3) State the impact of the stock reduction program on tribal government.

4) State the impact of World War II on Navajo society and tribal government.

5) Trace major events from 1930 to 1950, and how these events led to changes in tribal government.

Materials Needed

1) textbooks

2) student notebooks

3) supplementary resources on stock reduction and World War II (see Reference Section)

4) local resource person (see activities 3 and 4)

5) butcher paper, paint, crayons or other drawing medium for mural

Suggested Time

Allow at least 1-3 class periods for each activity.

Activities and Teaching Strategies

1) Instruct students to read and review the section entitled, "Navajo Government In the 1930s" (p. 47). Review the creation of the first tribal council, including:
   a) purpose of council
   b) how it was formed, and by whom
   c) council members
   d) council rules

   Conclude the review with the following questions:

   a) How did the first tribal council affect the Navajo people?
   b) Why did it lack authority?

2) The 1930s, and the Stock Reduction period, constituted another milestone in the history of Navajo Government. Ask students to read pp. 47-48 of their text. When they have finished reading and discussing this material, help them organize a role-playing situation. Students should begin by researching the following individuals:
   a) Navajo stockmen
   b) Navajo councilmen opposed to stock reduction
   c) Navajo councilmen in favor of stock reduction
   d) U.S. Government officials and their role in stock reduction

   Students can find information on these types of individuals in various books such as Navajo Livestock Reduction: A National Disgrace (see Reference Section for this citation and other resources). Allow at least 2 days for research, then ask students to role-play a meeting on stock reduction. The following are suggested meeting types:
   a) a chapter meeting at which the stock reduction program is explained
   b) a tribal council meeting at which stock reduction is discussed
   c) a chapter meeting at which local community members present information on what has happened to them because of stock reduction

3) Allow students, individually or in small groups, to interview community members about their experiences during stock reduction. Each student or student group should prepare a list of questions such as the following:
   a) How old were you during the stock reduction period?
   b) How did your family hear about stock reduction?
   c) How was stock reduction explained to you?
   d) What were your thoughts when you first heard about stock reduction?
   e) How large was your family's herd?
   f) How many animals did you lose?

g) Were you paid for the animals you lost?
h) How was your land after stock reduction?
i) Has your herd increased or decreased since that time?
j) Do you have grazing permits?
k) Do you think they are necessary?

When interviews are complete, ask students to report their findings in class. List the types of responses to questions on the chalkboard. Responses which result in numbers can be placed in a graph.

Help students to analyze the results of their interviews by asking the following questions:

a) Do you think most Navajos understood the reason for stock reduction? Why or why not?
b) Do you think stock reduction helped the land? Why or why not?
c) Do you think all Navajos lost an equal percentage of livestock?
d) How do you think people feel about stock control today?
e) How do you think the stock reduction program affected the future of Navajo Government?

4) Instruct students to read pp. 48-52. Review the questions on p. 49 and 52. Initiate a discussion on the impact of World War II by asking questions such as:

a) What were the Navajos' contributions to World War II? How do Navajos feel today about the people who fought in the war?
b) What do you think it was like for a young Navajo boy or girl to leave home for the military? (NOTE: You may want to have students verify their answers by conducting research on Navajo contributions to World War II; see Reference Section for resources or ask students to interview a Code Talker or former serviceman.)
c) How do you think the return of Navajos after the war affected Navajo society? What was the effect on Navajo Government?

5) Write the following on the chalkboard:

a) learning English
b) economics (ways of making a living)
c) traditional beliefs
d) education
e) feelings toward the U.S.
f) relations between old and young generations
g) Navajo Government
h) relationship between U.S. Government and Navajos

For each area above, ask students: "Do you think this area of Navajo life was affected by World War II? How?" Instruct students to conduct research which supports their conclusions.

6) Instruct students to complete reading Chapter Four. Then ask:

"What were the economic conditions on the reservation after World War II? Why were they this way? How did stock reduction play a role?"

"What was one of the federal government's responses to the Navajos' problems?"

"What were the major contributions of the Navajo-Hopi Act?"

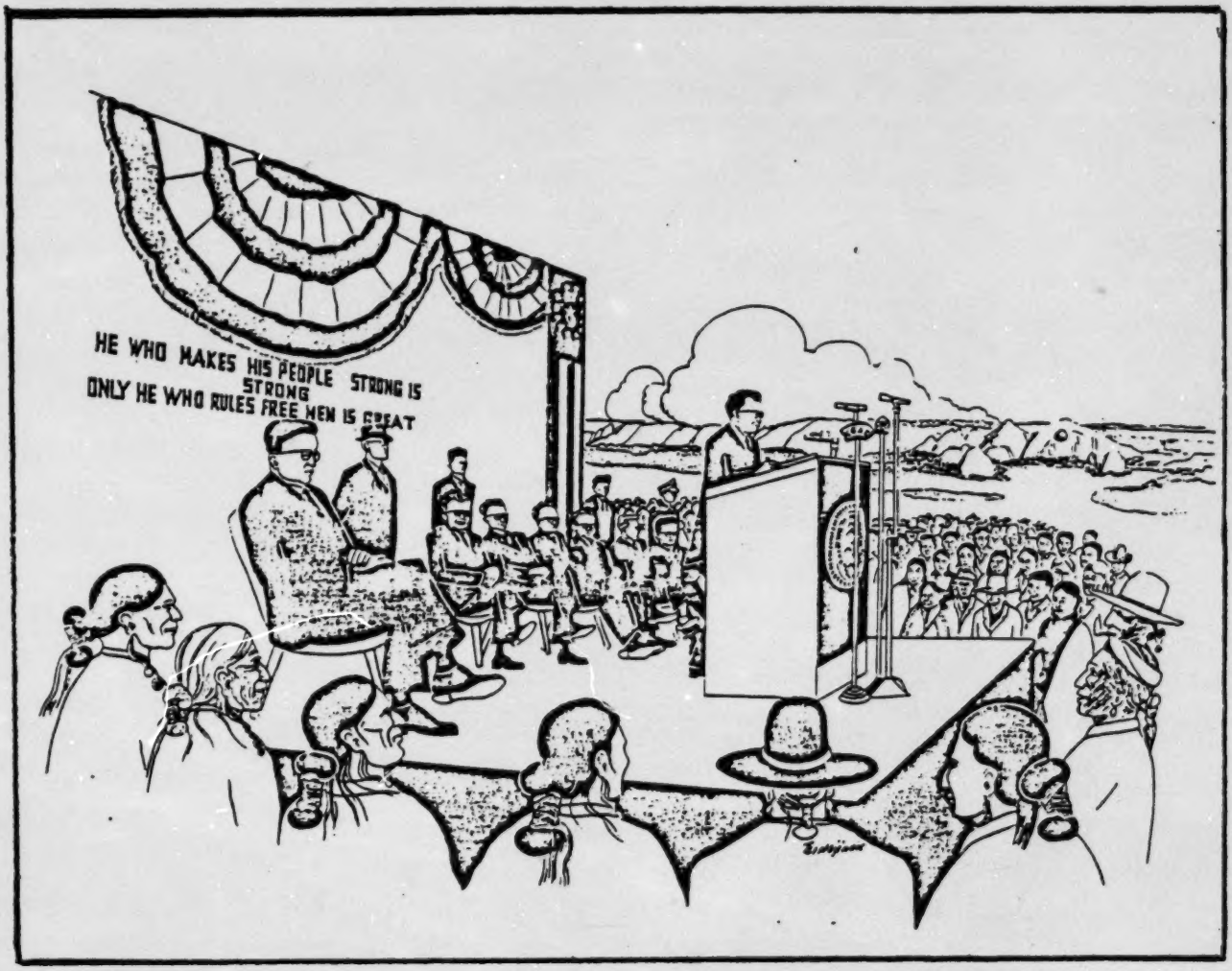
7) Help students trace the major events of 1930-1950, and assist them in making a chart which outlines changes in economic, social and political conditions during this period. After a thorough review, ask:
"What changes took place in tribal government during this time?"

Instruct students to develop a mural which highlights the changes noted in their chart and during class discussion.

8) As a concluding activity, help students develop a chart showing each era of tribal government. The chart should include the following:

ERA	TYPE OF LEADER	HOW ELECTED	PROBLEMS FACED	SOLUTIONS?
Pre-Emergence				
Dinétah				
Spanish Period				
Anglo-American Period				
Fort Sumner				
Early Reservation				
1930s-1950s				

NOTES



BEST COPY AVAILABLE

CHAPTER FIVE

Modern Leaders—Modern Tribal Government

LESSON 5

Purpose

The activities for previous lessons are primarily designed to help students develop basic ideas about how governments are formed, how they function and how they change over time. Students have also explored, in some depth, the major events which have affected Navajos and their government, and which continue to influence us today.

The activities for Chapter Five require students to utilize the information and skills they have developed thus far, to investigate modern tribal government -- its problems and its probable solutions.

Lesson 5 activities are much less structured than previous ones. This allows greater input from teachers and students, and enables activities to be tailored to relevant current events. The era covered in Chapter Five is a living era. Some content includes the past, but in general, it is a past in which we have all lived. Many of the policies and decisions of that period continue to operate today. The open-ended nature of activities for this chapter provide flexibility necessary to make the chapter's content more appropriate and meaningful.

Concepts

The concepts introduced in previous chapters are reinforced and elaborated here.

Main Ideas

The main ideas of previous chapters are further developed.

Skills To Be Developed

Students are required to use all skills developed in previous lessons.

Objectives To Be Achieved

By the end of this lesson, students will:

1) State, in chart form, the relationship between the type of leaders, how they are elected, the problems they faced and the solutions they posed to problems, during the period covered in Chapter Five.

2) Discuss major events during the three tribal administrations covered in Chapter Five, and how these events influenced tribal government.

3) In an interview activity, evaluate public response to each of the three administrations covered in Chapter Five.

4) Analyze newspaper articles and evaluate their impact on public opinion and tribal government.

5) Compare and contrast tribal and state government.

6) Analyze, through a variety of research techniques, at least one major current issue affecting tribal government.

Materials Needed

1) textbooks

2) student notebooks

3) local resource person (see activity 3)

4) newspaper articles on current events

5) supplementary resources on state and national government (see Reference Section)

Suggested Time

Research projects may be extended over several months. Allow at least 1-3 class periods for other activities.

Activities and Teaching Strategies

1) Instruct students to read Chapter Five and discuss the questions on pp. 55 and 61 in class. (You may want to divide the reading into sub-sections.) Review the chart on tribal government developed in Lesson 4, activity 8. Help students add to this chart as they study the various administrations covered in Chapter Five.

2) Ask students to select the event(s) which made the most impact on Navajo life during each administration. Discuss these events in the following manner:
   a) how event affected tribal government
   b) how event affected Navajo people in general
   c) how event affected Navajo youth
   d) event's impact on future of the tribe
   e) impact on you and your students
   f) what you and/or students can or should do to change things

   (NOTE: This activity may require further research by students. The activity allows them to form opinions based on facts rather than unformed reactions. In addition, the activity helps students determine how and why they should seek to change conditions they do not agree with.)

3) Instruct students to interview a community member, using the following questions:
   a) When Raymond Nakai ran against Paul Jones (or MacDonald against Nakai, or Zah against MacDonald), who did you vote for?
   b) Why?
   c) What do you think he did (will do) to help the Navajos?

   Add to this list of questions as appropriate. When student questionaires are complete, help them compile the results. Tell students to look for similar responses among the interviews, then ask:

   "Do these responses confirm what you know or what you have read? Why or why not?"

   (NOTE: This activity helps students evaluate public opinion. You should help them recognize the difference between facts and opinions. This can be done by asking, "From what you have read and heard, which are facts and which are opinions?")

4) Obtain copies of newspapers over a period of at least three months. Ask students to read and analyze a series of articles on the same subject. Their analysis should include the following:
   a) intent of the article - to inform? express an opinion? to excite someone to action?
   b) relationship of article to similar articles - written as a series? written by the same author? similar theme?
   c) how do articles relate to students - do they inform you? what did they teach you?

5) Select one or more current tribal issues and ask students to research and write a paper on it.

6) Obtain a book on state and/or national government. Initiate a discussion in which students compare and contrast state/national governments with

tribal government. Students should write a paper based on this discussion and their research.

7) Arrange for students to visit a tribal council meeting. You should prepare for this by helping them develop a list of objectives for their visit. Use the following types of questions to develop the list:
   a) What is the purpose of attending a tribal council meeting?
   b) Who do you want to talk to?
   c) What are you going to observe?
   d) What kinds of questions do you want answered?

   (NOTE: Be sure to make arrangements in advance. Write to the tribal headquarters for a copy of the agenda for the day you plan to visit.)

   After the visit, hold a "debriefing session" immediately following the session. (Take notes, and require students to take notes during the visit.)

8) Set aside time for the remainder of the year for students to read newspapers, listen to news reports, etc. Ask students to keep a journal (or a record in their notebooks), of current events and issues.

9) As a review of the entire year's study, ask students to write a research paper. Instruct them on writing term papers as necessary. The following is a list of tasks:
   a) Choose a topic that is focused, and not too broad.
   b) Make sure students have ample material to conduct research. Arrange for one or two visits to Navajo Community College Library or other research centers.
   c) Provide a time line for students to submit their first draft. Help them correct and revise the draft; do not rewrite it for them.
   d) Provide a time line for submission of students' final papers. Encourage them by making arrangements to have papers published.

NOTES

REFERENCES

CHAPTER ONE

For a list of social studies skills and information on bilingual teaching methods and the inquiry approach used in this Guide, consult:

Title IV-B Materials Development Project. "Introduction," and "Inquiry and the Role of Questioning." IN Navajo Changes -- A History of the Navajo People, Teacher's Guide. Rough Rock, AZ: Navajo Curriculum Center Press (1983).

For illustrations required in activity 1, use:

"Our Community -- Today and Yesterday, Book I Photo Posters." Available from the Navajo Curriculum Center, Rough Rock Demonstration School, Rough Rock, AZ 86503 (602-728-3311).

A very helpful book for the study of Navajo life in Dinétah is:

Roessel, Robert A., Jr. Dinétah, Navajo History Vol. II. Rough Rock, AZ: Navajo Curriculum Center Press (1983).

A useful resource for the study of pre-Emergence Navajos:

Yazzie, Ethelou. Navajo History, Vol. I (Second Ed.). Rough Rock, AZ: Navajo Curriculum Center Press (1982).

CHAPTER TWO

The following is a list of maps which can be used throughout the course of studies:

U.S.G.S. topographical maps. Available through the U.S. Geological Survey, Branch of Distribution, Box 25286, Denver Federal Center, Denver, CO 80255, or any good map distributor. Sports goods stores often have a good supply of these maps.

Arizona and New Mexico State maps. The Arizona and New Mexico State Highway Departments will usually supply a classroom with state maps for little cost when these are requested on official school stationery.

Full-color state relief maps. Maps of individual states, the continental United States and other areas are available from The Educator's Choice, 1034 E. 9th Pl., Mesa, AZ 85203 (602-833-3392).

Polyconic Projection Map Showing the Indians of Arizona. Available through Hearne Brothers, First National Building, Detroit, MI 48226.

References on the Spanish and Anglo-American periods (most of which are also useful resources for subsequent chapters in the textbook), include:

Bailey, L.R. The Long Walk: A History of the Navajo Wars, 1846-68. Pasadena, CA: Westernlore Publications. (1978).

Bingham, Sam and Janet Bingham (eds.) Between Sacred Mountains. Rock Point, AZ: Rock Point Community School. (1982).

Brugge, David M. Zarcillos Largos: Courageous Advocate of Peace. Window Rock, AZ: Research Section, Navajo Parks and Recreation (1970).

Brugge, David M. and J. Lee Correll. The Story of the Navajo Treaties. Window Rock, AZ: Research Section, Navajo Parks and Recreation (1971).

Correll, J. Lee. Sandoval -- Traitor or Patriot? Window Rock, AZ: Research Section, Navajo Parks and Recreation.

Hoffman, Virginia. Navajo Biographies Vol. I. Rough Rock, AZ: Navajo Curriculum Center Press (1974).

CHAPTER THREE

Two helpful texts for the study of reservation expansions are:

Correll, J. Lee and Alfred Dehiya. Anatomy of the Navajo Indian Reservation: How It Grew. Window Rock, AZ: The Navajo Nation (1978).

Goodman, James M. The Navajo Atlas: Environments, Resources, People and History of the Diné Bikéyah. Norman: University of Oklahoma Press (1982).

A copy of the treaty of 1868 is included in:

Link, Martin A. (ed.). Navajo: A Century of Progress 1868-1968. Window Rock, AZ: Navajo Tribe (1968).

Link, Martin (ed.). The Navajo Treaty -- 1868. Las Vegas, NV: K.C. Publications. (1968).

Other resources for this chapter include:

Bingham, Sam and Janet Bingham. Navajo Chapter Government Handbook. Rock Point, AZ: Rock Point Community School (1976).

Roessel, Ruth (ed.). Navajo Stories of the Long Walk Period. Tsaile, AZ: Navajo Community College Press (1973).

Young, Robert W. A Political History of the Navajo Tribe. Tsaile, AZ: Navajo Community College Press (1978).

Johnson, Broderick and Virginia Hoffman. Navajo Biographies, Vol. II. Rough Rock, AZ: Navajo Curriculum Center Press (1978).

CHAPTER FOUR

Resources for this chapter:

Begay, Keats et al. Navajos and World War II. Tsaile, AZ: Navajo Community College Press (1977).

Boyce, George A. When Navajos Had Too Many Sheep: the 1940s. San Francisco, CA: The Indian Historian Press (1974).

Roessel, Ruth and Broderick H. Johnson (comps.). Navajo Livestock Reduction: A National Disgrace. Tsaile, AZ: Navajo Community College Press (1974).

Shepardson, Mary. Navajo Ways In Government: A Study In Political Process. Menasha, WI: American Anthropological Association Vol. 65, No. 3, Part 2 (1963).

Williams, Aubrey W., Jr. Navajo Political Process. Washington, D.C.: Smithsonian Institution Press.

Young, Robert W. Navajo Yearbook. Window Rock, AZ: The Navajo Tribe (1961).

CHAPTER FIVE

In addition to history books on your state, the following is useful for comparing Navajo Tribal Government and state-federal government:

Schomberg, Carl e. et al. Many Americans -- One Nation. Oklahoma City: The Economy Co. (1982).

Relevant newspapers for the study of current events are:

Navajo Times (published in Window Rock, AZ)
Gallup Independent (published in Gallup, NM)
Kachina Messenger (published in Gallup, NM)
Navajo-Hopi Observer (published in Page, AZ)

A detailed account of modern tribal government (in particular, the MacDonald Administration) is contained in:

Iverson, Peter. The Navajo Nation. Westport, CN: Greenwood Press.

COMPREHENSIVE

A good overall resource listing of Navajo/Native American curriculum materials is:

McCarty, T.L., et al. A Bibliography of Navajo and Native American Teaching Materials. Rough Rock, AZ: Navajo Curriculum Center Press (1983).